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ABSTRACT

In 1984, a study was conducted to gather information regarding the rates and patterns of student transfer from Roxbury Community College (RCC) to four-year institutions. Information on the 178 students who graduated from RCC in 1981 and 1982 was obtained from the RCC Registrar's office and the four-year institutions in Massachusetts to which student transcripts had been sent. Study findings included the following: (1) 70% of the RCC students received Associate in Arts degrees and took almost 7 semesters to complete the degree, while the 30% of the students who received an Associate in Science degree took an average of 6.2 semesters to graduate; (2) 76% of the students requested that their transcripts be sent to a four-year institution, but only 56% of these students completed the transfer application process; (3) the total acceptance rate of RCC students at public colleges and universities was 91%, while the acceptance rate at private colleges was 88%; (4) 38% of the graduates transferred to a four-year institution; (5) of these, 15% had graduated in 1984 and 49% were still actively pursuing a degree; and (6) 83% of the students who were accepted for transfer began their studies in developmental and/or English as a Second Language courses. Recommendations based on study findings are included in the report. (LAL)

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ROXBURY COMMUNITY COLLEGE

TRANSFER FOLLOW-UP STUDY

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U.S. DEPARTMENT OF EDUCATION
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PREFACE

Roxbury Community College has been proud to be able to point to students who have graduated from the College and gone on to become lawyers, community leaders, and even to return to the college as instructors. But what we have not known is whether many of our students successfully complete baccalaureate, graduate, and professional degrees. This study of RCC transfer students offers some answers to that question.

In fact, of the population studied in this report (1981 and 1982 RCC graduates), almost forty percent transfer to a baccalaureate-granting college or university. These students majored in almost every program offered at the college, including programs designed to prepare students for immediate entry to the job market. About sixty percent enrolled in public-supported colleges and universities and the other forty percent in independent institutions. The most popular transfer institutions are the University of Massachusetts-Boston (51%), Northeastern University (21%), Suffolk University (8%) and Wentworth Institute of Technology(7%). Of those who transferred, sixty-four percent have either graduated or are still enrolled.

There is much good news in these findings. But this study also surfaces some barriers to transfer for our students. For instance, four students out of ten who begin the transfer application process do not complete the process. Some majors intended to prepare students for transfer have very few students actually do so. And thirty-five percent of the transfers have dropped out of college indefinitely. This report offers recommendations aimed at the positive and problemmatic findings of this study. They should generate much discussion, and, hopefully, some improvements in the service and education we offer our students at Roxbury Community College.

This study could not have been completed without the generous cooperation of twenty-eight colleges and universities in the Commonwealth. Their commitment to improving the transfer process for RCC students is apparent.

Finally, our appreciation goes to the Ford Foundation and the Jessie B. Cox Charitable Trust for support of this study under the Transfer Opportunities Program.

Booker T. DeVaughn
Dean, Academic Affairs

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Typing by Kimberly Battle

INTRODUCTION

In January 1984, Roxbury Community College received grant funding from the Ford Foundation and Jessie B. Cox Charitable Trust to establish the Transfer Opportunities Program. The goals of the program are to increase the number of RCC students who transfer to baccalauerate institutions and to improve their chances for success upon transfer.

The first problem confronting program staff in designing strategies to improve transfer opportunities was the lack of data regarding the transfer function at RCC. What percentage of students transferred? What colleges did they attend? Did any RCC career programs students attempt to transfer? How well did RCC transfer students fare at other colleges? Did transfers attend private as well as public colleges? Although there was series of assumptions being made in answer to these questions, the data to support the assumptions was either sketchy or non-existent. This Transfer Follow-up Study is designed to be the first step in what we hope will be a continuing effort to gather and analyze such information and, consequently, to use the findings in improving programs and services at Roxbury Community College.

The report begins with an explantion of the methodological approach to the study. The results of the study are then summarized with text and tables. In the final section we interpret the findings and offer some tentative recommendations that we hope will serve as points of discussion for the RCC community.

APPROACH

The students chosen to be the subject of this study were the graduating classes of 1981 and 1982 from Roxbury Community College. Ideally, follow-up of the entire enrollment from one academic year might yield a more accurate picture of the transfer function. But the difficulties associated with tracking down the current status of all former students precluded this approach. Information on the graduating classes of 1981 and 1982 was readily available, however, and it is our belief that their behavior reflects patterns of the student population as a whole. The major drawback to this approach is that it does not produce a true transfer "rate," since many students transfer from RCC before completing graduation requirements.

For each of the 178 graduated students, the following information was provided by the Registrar's office:

1) major at RCC
2) degree received and year received
3) date of first term at RCC
4) cumulative grade point average
5) total credits earned at RCC
6) which colleges s/he sent transcripts to.*

Next, each four-year institution within the Commonwealth to which transcripts were sent was contacted by letter. We confined our follow-up to these institutions because a) most of our students are permanent residents of the Boston area and b) only ten percent (17) of the students sent transcripts to out-of-state colleges. Of these, seven students chose to attend a local institution.**

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*We wish to thank Catherine Burton of the Registrar's Office for compiling this information.

**So in reality, six percent (10 students) of the population might have enrolled in an out-of-state institution.

Transcripts sent to other community and junior colleges were not followed up on, since that type of transfer was not the focus of this study.

Each four-year college received a form in which we provided the names and social security numbers of the students who sent transcripts to them.* They were asked to provide the following information for each student:

1) Completed application?
2) Accepted for admission?
3) Enrolled? (Y/N)-Date
4) # of RCC credits accepted
5) Major
6) Current status, including Graduated? (Y/N)-Date

28 out of 30 colleges responded to this request. Result were tabulated and analyzed in the next section.

RESULTS

A. GENERAL INFORMATION ABOUT THE POPULATION

The two main degrees offered by Roxbury Community College are the Associate in Arts (A.A.) and the Associate in Science (A.S.) degrees. Programs under the A.A. degree are considered transfer programs. They are designed to meet the requirements of the Commonwealth Transfer Compact, making it easier for a graduate to transfer to a public four-year college at junior standing. The programs leading to an A.S. degree are considered career programs. Since the coursework in these programs is more directly job-oriented, they do not meet the Commonwealth Transfer Compact requirements. Nevertheless, they are designed to include twenty hours of general education.

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*See Appendix A for copy of form used in data collection.

Table 1 illustrates the degrees granted during 1981 and 1982 by RCC, along with other general information. Of the population under study, 70 percent received A.A. degrees and took almost seven semesters to complete their degree. The 30 percent receiving A.S. degrees took an average of 6.2 semesters to graduate. Both groups graduated with a 2.95 average G.P.A.

TABLE 1
DEGREES GRANTED BY RCC DURING
ACADEMIC YEARS 1981 and 1982

Degree	#Students	%of Total	Ave. GPA	Average# of Semesters at RCC*
A.A.	125	70	2.95	6.7
A.S.	53	30	2.95	6.2
TOTAL	178	100	2.95	6.5

*This average includes Full-time and Part-time students.

B. THE TRANSFER PROCESS

1. Interest shown in transfer

The level of interest in transferring was measured by computing the percentage of graduates requesting that their transcripts be sent to an institution of postsecondary education. As shown in Table 2, 76 percent of the students did so, and this interest in transfer is shared by A.A. and A.S. graduates. (See Appendix B for complete list of institutions to which transcripts were sent.) It should be noted that a large number of 1981 graduates sent transcripts to Boston State College. The implications of the merger of Boston State for the RCC transfer function are obvious.

TABLE 2

INTEREST SHOWN in TRANSFER

	# Students in Population	# Students who Sent Transcripts	% of Population who sent Transcripts
A.A.	125	101	81
A.S.	53	34	64
TOTAL	178	135	76

Once transcripts are sent out, the trying part of the process begins for students. Applications must be sent for and completed, any other paperwork such as financial aid and recommendations has to be filed at the prospective institution by given deadlines, and other requirements (testing, etc.) by the senior institutions must be fulfilled. Table 3 indicates that only 56 percent of those who originally sent transcripts to a four-year college completed the remainder of the transfer application process. It appears that A.S. graduates completed applications at about the same rate as A.A. students.

TABLE 3

COMPLETED APPLICATIONS

	# who sent transcripts	# who completed application at one or more colleges	% who completed application	% of total who completed application
A.A.	101	58	57	46
A.S.	34	18	53	34
TOTAL	135	76	56	43

2. Acceptance rates at other institutions

Once a student has successfully completed the application process, it is very unlikely that s/he will not be accepted for admission by at least one four-year institution within the Commonwealth. In fact, RCC graduates have a 97 percent chance of being accepted for transfer by at least one institution. As shown in Table 4, the rate of acceptance is similar at public and private colleges: The total acceptance rate at public colleges and universities is 91%, and for private institutions, 88%. (For a list of the institutions and specific acceptance rates, see Appendix C.)

TABLE 4
ACCEPTANCE RATE AT 4-YEAR
INSTITUTIONS

Type of Institution	Degree at RCC	# completed appl.	# Accepted	# Not accepted
Public	A.A.	44	40	4
	A.S.	9	8	1
	Total	53	48	5
Private	A.A.	32	27	5
	A.S.	11	11	0
	Total	43	38	5
Public & Private	A.A.	76	67	9
	A.S.	20	19	1
	Total	96	86	10

3. Enrollment at four-year institution

68 out of 178 graduates (38%) transferred to a four year institution in the Commonwealth. Once a student is accepted by a four-year college or university, the chances that s/he will enroll as a transfer student are very high. Only five of the 73 students who were accepted to transfer did not do so, which results in a 93 percent rate. As shown in Table 5, the major transfer institutions are the University of Massachusetts/Boston and Northeastern University.

TABLE 5
ENROLLMENT AT 4-YEAR INSTITUTIONS
in RANK ORDER

College or University	A.A.	A.S.	TOTAL
UMass/Boston	33	4	37
Northeastern University	11	4	15
Suffolk University	3	3	6
Wentworth Institute of Technology	3	2	5
Boston University	2	1	3
Curry College	2	0	2
Wheelock College	0	1	1
Emerson College	1	0	1
Fitchburg State	1	0	1
Mass College of Pharmacy	1	0	1
Salem State	1	0	1
Totals	58	15	73*

*This number reflects duplicates count for five students who have attended two different colleges.

The pattern of enrollment at public and private institutions is illustrated in Table 6. (Please note that these figures include duplicate counting, since some students were accepted at several institutions but only enrolled at one).

TABLE 6
ENROLLMENT AT 4-YEAR INSTITUTIONS

Type of Institution	Degree at RCC	# Accepted	# Enrolled	%
	A.A.	40	37	93
Public	A.S.	8	5	63
Total		48	42	88
	A.A.	27	21	78
Private	A.S.	11	10	91
Total		38	31	82
Public & Private	A.A.	67	58	87
	A.S.	19	15	79
Total		86	73	85

4. Current status of transfers

Out of the 68 students who transferred, ten (15%) have graduated and 33 (49%) are still actively pursuing a degree. This could be viewed as a 64% rate of "successful transfers." The average time taken to graduate after leaving RCC was 1.85 years, and A.S. graduates have the same rate of success as A.A. graduates from RCC (see Table 7). Appendix D provides a fuller description of the ten graduates.

TABLE 7
CURRENT STATUS OF TRANSFER STUDENTS

	Graduated	Still Active	Not currently enrolled*
A.A.	8	26	19
A.S.	2	7	6
TOTAL	10	33	25

* This includes academic dismissal, withdrawn, and unknown.

C. TRANSFER RATE BY MAJOR

The transfer function was further analyzed by major program at RCC. As pointed out earlier, the curriculum in an A.A. program may closely resemble the curriculum in an A.S. program. Nevertheless, analysis by program may reveal whether students consider themselves to be "career" or "transfer" students. The findings, as tabulated in Table 8, indicate otherwise.

TABLE 8

TRANSFER RATE BY MAJOR AT RCC

MAJOR AT RCC	TOTAL # STUDENTS	TRANSFERRED TOTAL #	TRANSFERRED TOTAL %	STATUS #ACTIVE	STATUS #GRAD.	STATUS #WITHDREW
Liberal Arts[1]	40	18	45	7	3	8
Business Administration[1]	31	10	32	3	3	4
Early Childhood Education[2]	27	5	19	2	1	2
Electronics Technology[2]	18	8	44	4	0	4
Pre-Nursing[1]	17	11	65	8	1	2
Social Science[1]	16	7	44	1	3	3
Executive Secretary[2]	10	0	0	0	0	0
Accounting[2]	9	4	44	1	0	3
Business Management[2]	8	5	63	3	1	1
English[1]	3	1	33	0	0	1
Mathematics[1]	3	1	33	1	0	0
Physical Science[1]	3	0	0	0	0	0
Biological Science[1]	2	0	0	0	0	0
Medical Secretary[2]	2	1	50	1	0	0

[1] A.A.

[2] A.S.

For instance, transfer rates from A.A. (transfer) programs range from 65 percent (pre-Nursing) to zero percent (Physical and Biological Science). Transfer rates from A.S. (career) programs range from 63 percent (Business Management) to zero percent (Executive Secretary). (Some caution should be used in interpreting these figures, since the number of graduates in some majors is quite small.)

D. ROLE OF DEVELOPMENTAL COURSES

A majority of students entering Roxbury Community College begin their coursework at the "pre-collegiate," or developmental, level. Most students enroll in EN96 or EN97 before attempting English Composition I, and most attend a series of Math Modules before enrolling in Intermediate Algebra. In addition, students who are not native English speakers often begin their studies in ESL courses. Although these patterns are well known at RCC, it was unclear whether students beginning at the developmental level are potential transfer students. An analysis of the transcripts of students who were accepted for transfer (see Table 9) reveals that 83 percent began their studies in developmental and/or ESL courses.*

This finding has the most significant implications of this study for the curriculum. While it does not mean that all developmental-level students are potential transfers, it does mean that almost all transfer students began as developmental students. <u>The importance of these courses for success of RCC students cannot be overemphasized.</u>

*Data complied by LeSola Morgan of Programs for Academic Support.

TABLE 9

INITIAL COURSEWORK AND CURRENT STATUS AT RCC
OF STUDENTS ACCEPTED FOR TRANSFER

KEY	Initial Courses at RCC	Graduated from 4-Year College	Still Attending 4-Year College	Withdrew or Dismissed	Never Attended, Unknown or Other	TOTAL (Percentage)
EN 101 & Adv Math or EN 101 & MA 102	"College Ready"	3(a)	2	3	1(d)	9 (12%)
EN 96, EN 97, MA 101 or Module A,B, or C	One Developmental Course	3	10(b)	7	1	21 (29%)
EN 96 & MA 101 or Mod A,B, or C or EN 97 & MA 101 or Mod A,B, or C	Two Developmental Courses	4	13	9(c)	3	29 (40%)
ESL & MA 101 or Mod A,B, or C	ESL/Developmental	0	3	2	0	5 (7%)
ESL & MA 102 or Adv. Math	ESL Only	0	3	2	0	5 (7%)
	No Placement Scores	0	2	2	0	4 (5%)
	TOTAL	10	33	25	5	73

83%

(a) 2 are currently in Graduate School
(b) 1 is at University College
(c) 2 were dismissed for academic reasons
(d) Took one course at Weekend College

CONCLUSIONS and RECOMMENDATIONS

As we began to review the findings of the follow-up study, it struck us that each step toward successful transfer for our students might be considered a potential "barrier" that a student may or may not get past. Our conclusions about the findings will be presented using this concept: What are the potential barriers to successful transfer, and how well do RCC graduates do at overcoming them?

Retention at Roxbury Community College

The attendance patterns of urban community college students is a complex issue and is not intended to be the subject of this study. Nevertheless, completion of 30 semester hours at RCC may be viewed as the first barrier on the way to successful transfer. For transfer purposes, students can be divided into two categories: those who complete less than 30 hours, and those who complete at least 30 hours.

Students completing less than 30 hours are unlikely candidates for transfer. Separating the "stop-outs" from the "drop-outs" and "drop-ins" is tricky and requires exhaustive follow-up study. But it is probably safe to say that most students leaving RCC after only a few courses are not leaving to enroll in another college.

For those students completing at least 30 hours, some may have established a solid academic foundation and are ready to enroll in a four-year college without completing the requirements for an associate degree. Other students completing at least 30 hours who do not return to RCC may have dropped out of post-secondary education indefinitely, for any number of reasons.

Unfortunately, RCC lacks any data on how many of its students fall into these categories. Any conclusions about the extent to which a student's experience at RCC is a barrier to transfer must await information about the attendance patterns of RCC students and what they pursue after leaving the College. But this information is critical in learning whether there are factors within the control of the college that affect a student's chances of completing at least 30 hours at RCC. For this reason, we offer:

RECOMMENDATION #1: Roxbury Community College should conduct a study of student retention. Other community colleges that have completed retention studies could be consulted for ideas on useful methodological and definitional approaches to the issue.

Showing Interest in Transfer

The second barrier to transfer could be considered an attitudinal barrier; that is, has a students' experience at RCC resulted in a "cooling down" of their interest in transfer. This hardly seems the case for RCC graduates, since over three-quarters took the initiative to send transcripts to four-year colleges.* Since roughly 70 percent of the students were enrolled in transfer programs, this might be considered a "leveling-up" of expectations on the part of at least some career students. Clearly, these graduates' experience at RCC has left them with a positive attitude toward continuing their learning. This holds true for career as well as for transfer students.

*This high rate of interest in transfer also shows up in the annual survey of graduates conducted by Counseling and Placement Services.

RECOMMENDATION #2: Roxbury Community College should continue to encourage students to consider furthering their education. It is virtually impossible to "pick out" potential transfer students, since they come from career as well as transfer programs, and most begin their studies at precollegiate levels. Therefore, RCC should continue to design its curriculum so that career students can transfer with minimal loss of credits if they so choose; it should continue to offer college-wide transfer workshops and College Fairs; and it should continue to encourage students to consider transferring even if they must take time out from being a full-time student in order to pursue employment.

Completing Application

Although the interest in transfer shown by RCC students is remarkably high, the number of students who complete the application process is discouraging. Four out of ten students who send transcripts fail to complete the application process. This figure may incorporate some students who were less than serious about transferring, but it may also include students who were misinformed, disorganized, or simply overwhelmed with the work necessary to complete the process. This appears to be the weakest aspect of the transfer process at RCC and is worthy of further study. The hiring of a new Transfer Counselor may ease this situation by making available the assistance of a person designated to assist students with the transfer process.

RECOMMENDATION #3: Attention should be given to the reasons why students fail to complete the transfer application process. Perhaps the Transfer Counselor can work with the Transcript Clerk to identify students who send transcripts to four-year colleges. These students could be contacted and offered assistance with the application process, or they might be issued personal invitations to the transfer workshops held periodically during the year.

Getting Accepted

One barrier of concern to students is whether they will be accepted for admission at the transfer institution of their choice. Our findings indicate that, overall, this concern is unfounded. Graduates have an 90 percent chance of getting accepted to any institution they chose, and they have almost a 100 percent chance of getting accepted to some area college or university.

One disturbing finding did arise from this study, however. Half of the students who were denied admission, were denied admission by a state-supported college or university.* None of these students graduated with less than a C+ average. While it may be argued that public colleges cannot guarantee community college students admission to the program of their choice, there was nothing in the information received back from the public colleges that indicated this was the reason for rejection. The Board of Regents has indicated a desire to improve the transfer rate of community college students and to increase the percentage of minority students in its colleges and universities. An obvious policy to encourage these results is to guarantee all community college students who graduate with a certain GPA (say, 2.0) a spot in a public four-year college or university. This eliminates a significant anxiety barrier for students and offers them a clear reward for successful completion of their associate degree.

*These included UMass/Amherst and UMass/Boston, Framingham State, Salem State, and Southeastern Massachusetts University.

RECOMMENDATION #4: Counselors and advisors should get the word out to potential transfer students that, with passing grades, they have an almost certain chance of being accepted at the college or university of their choice.

RECOMMENDATION #5: The Board of Regents should be encouraged to consider the idea of "guaranteed acceptance" in their continuting revisions of the Commonwealth Transfer Compact. The minimum acceptable GPA may vary between the universities and the state colleges, but community college students deserve some kind of acknowledgement by the Commonwealth that their degree has credibility within the public system.

Enrolling After Being Admitted

Those students who complete the application process and are admitted seem to have been very intent on transferring: only five out of 73 do not go on to enroll for further study. Apparently there is no major obstacle in the way of initial enrollment.

It might be useful to note that this is the point where many studies of the community college transfer function end. We would conclude by stating that the transfer rate for RCC graduates is 38 percent--a figure much higher than that usually reported in the literature. This finding validates two operating assumptions of the college: That RCC has a strong commitment to the transfer function and that it has been successful in helping students realize their goal of transferring.

RECOMMENDATION #6: The College should establish a goal of 40 percent for its transfer rate. If RCC continues to define its mission as comprehensive education and service to the citizens of Boston, it is imperative that the transfer function remain an important part of that mission. Since 60 percent of its students enroll in transfer programs, a goal of 40 percent actual transfer for RCC is not unreasonable.

Having RCC Credit Accepted

This study did not stop after determining a transfer rate, because defining our goal as "successful transfer" requires exploration of how our students fared once having transferred.

The next barrier that can serve to discourage students after transfer is the loss of credits earned at RCC. Information received from the four-year colleges indicates that they accepted 79 percent of RCC credits, with A.A. students being awarded more transfer credits than A.S. graduates.

Unfortunately, this figure reveals nothing about what types of credits were accepted or not accepted. The 21% loss may be from developmental-level courses or it may be from technical courses. Since many students graduated with more than the required number of credits, the loss may reflect a cap by the four-year colleges on the number of transfer credits they will accept. We also did not obtain information on how credits accepted from RCC were applied toward the baccalureate degree, i.e., toward the major, general education, or elective requirements.

RECOMMENDATION #7: The Transfer Opportunities Program staff should pursue the issue of credit loss with the major transfer institutions. More information is needed about what will and will not be accepted for transfer so that potential transfer students can be so informed and any desirable curricular changes can be made.

Successful Matriculation

Continual progress toward completion of a baccalaureate degree is the next major barrier encountered by transfer students. As noted earlier in this report, of those students who

transferred, 64 percent can be labeled "successful transfer students." Although the graduation rate is low (15 percent), it should be remembered that these students are only two (1982 graduates) and three (1981 graduates) years out of RCC.

This reasonably high success rate masks different drop-outs rates among institutions. In fact, the "success" rate from UMass/Boston is only 42 percent (well below average) and from Northeastern University is 67 percent (average).

RECOMMENDATION #8: Reason for the low success rate of transfer students to UMass/Boston should be investigated by the Transfer Opportunities Staff. This finding should be shared with University officials so that staff from both institutions can work together in improving the retention rate. Of particular concern is the impact of the writing proficiency examination required of all juniors.

Successful Transfer by Major at RCC

It may be assumed that certain programs at RCC provide greater possibility for successful transfer than others. For example, A.A. programs would seem to attract students more intent on transferring than A.S. programs. But as shown in Table 5 and Appendix E, there is no clear pattern of which students transfer and how well they do upon transfer by major at RCC. The transfer rate for some A.A. programs is surprisingly low and, conversely, surprisingly high for some A.S. programs. The retention rate of students upon transfer also varies widely by major.

RECOMMENDATION #9: Faculty should carefully review the findings for majors in their division. Whether these findings have implications for needed changes in programs, curriculum, or advising might best be considered in division meetings.

RECOMMENDATION #10: The existing distinction between A.A. degrees as "transfer" programs and A.S. degrees as "career" programs should be reconsidered. These distinctions clearly do not conform to student behavior. Two recent developments also argue for revising the designation of these degrees:

1) the revised Commonwealth Transfer Compact does not recognize A.S. degrees that are designated as "career" degrees. That means that our A.S. graduates, even if they have completed a full general education curriculum, are given no consideration under the Transfer Compact. This is a disservice to students who have completed almost identical coursework as A.A. students (whose credits are covered by the Compact).

2) the American Association for Community and Junior Colleges adopted a "Policy Statement on The Associate Degree" at their July meeting in an attempt to provide some nationwide agreement as to the meaning of the associate degree. The Policy Statement specifically defines the Associate in Arts and Associate in Science degrees as transfer degrees (see Figure I). The Associate in Applied Science is the degree reserved for career programs.

Another approach would be one already in practice in several Massachusetts Community Colleges. A.A. degrees are considered transfer programs, and A.S. degrees are awarded both for math- and science-oriented transfer programs and for programs designed to be career preparatory.

A major-by-major analysis based on this studys' findings may reveal which programs are being used solely as job preparation and which are serving as transfer preparation for many majors. We recommend that subsequent changes be made in degree titles and designations that take into account student behavior, Commonwealth Transfer Compact revisions, and the AACJC Policy Statement.

FIGURE 1

The Associate in Arts and Associate in Science Degrees

These degrees primarily prepare the student to transfer to an upper-division baccalaureate degree program. Programs leading to these degrees are similar in nature. The general trend has been to offer the associate in science degree to students who wish to major in engineering, agriculture, or the sciences with heavy undergraduate requirements in mathematics and science. The associate in arts degree gives emphasis to those majoring in the social sciences, humanities, arts, and similar subjects. However, it should be noted that the distinction between the two degrees and the eventual baccalaureate major has become somewhat blurred in recent years. Students awarded associate in arts or associate in science degrees should be accepted as junior level transfers in baccalaureate degree granting institutions.

Associate in Applied Science Degree

The second type of degree program is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably among community, technical, and junior colleges, the most common title is associate in applied science. Other titles used are associate in business, associate in data processing, or other specific occupations, and associate in applied arts and sciences. It should be noted that the number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary specialized accrediting agencies that set qualitative and quantitative degree standards for their programs. Although the objective of the associate in applied science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.

Associate Degree Titles

In recent years there has been a proliferation of titles of associate degrees. This has been true especially in occupational areas where some institutions offer many different degrees in specific technologies. In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended that:

(a) The titles associate in arts and associate in science degrees be used without further designation.

(b) The associate in applied science degree may have additional designations to denote special fields of study such as nursing, computer technology, or law enforcement.

(c) For all associate degrees the transcript of a student should reveal the exact nature of the program completed and whether courses are recommended for transfer to baccalaureate degree programs.

(d) The names or designations used for associate degrees be limited to the above three titles.

Excerpted from "Policy Statement on The Associate Degree," adopted by the American Association of Community and Junior Colleges Board of Directors, July 7, 1984.

APPENDICES

APPENDIX A

Form Used to Compile Data from Registrar's Office and Four-Year Institutions

Sample	Sex	RCC				TRANSFER				CREDITS			COLLEGE(S) ATTENDED			
		Degree	Major	GPA	# Semesters	#Transcripts sent (#colleges)	# Applications Completed	#Admittances	#Adm. / #Compl.	RCC	# Accepted	%	Name	Major	Status	Time

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APPENDIX B

Institutions within the Commonwealth of Massachusetts to which Transcripts were sent

Institution	# Transcripts
UMass/Boston	57
Northeastern University	33
Boston State College	32
Suffolk University	16
Wentworth Institution of Technology	11
University of Lowell	9
Simmons College	9
Boston University	7
Salem State College	7
Curry College	7
Lesley College	6
Framingham State College	6
UMass-Amherst	5
Emerson College	5
*Boston College	4
*Cambridge College	4
Harvard College	3
Bentley College	3
Wheelock College	3
Bridgewater State College	2
Fitchburg State College	2
Emmanuel College	2
Massachusetts Institute of Technology	2
Anna Maria College	1
Atlantic Union College	1
Massachusetts College of Pharmacy	1
Massachusetts College of Art	1
Clark University	1
Southern Massachusetts University	1
Western New England College	1
Junior & Community Colleges	9
Out-of-State Institutions	25

*Did not respond

APPENDIX C

Acceptance Rates for RCC Students at Massachusetts 4-year Institutions

Institution	Complete Apps			# Accepted			# Not Accepted			TOTAL
	Total	AA	AS	Total	AA	AS	Total	AA	AS	%
UMass/Boston	41	35	6	40	35	5	1	0	1	98
Northeastern University	15	12	3	15	12	3	-	-	-	100
Suffolk University	9	6	3	9	6	3	-	-	-	100
Wentworth Institute of Technology	5	3	2	5	3	2	-	-	-	100
Boston University	4	3	1	4	3	1	-	-	-	100
Curry College	4	4	0	3	3	0	1	1	0	75
Simmons College	3	2	1	2	1	1	1	1	0	67
Salem State College	3	1	2	2	0	2	1	1	0	67
Wheelock College	2	0	2	2	0	2	-	-	-	100
Fitchburg State College	2	2	0	2	2	0	-	-	-	100
UMass/Amherst	2	2	0	0	0	0	2	2	0	0
Massachusetts Institute of Technology	2	2	0	0	0	0	2	2	-	0
Massachusetts College of Pharmacy	1	1	0	1	1	0	-	-	-	100
Emerson College	1	1	0	1	1	0	-	-	-	100
Southern Massachusetts University	1	1	0	0	0	0	1	1	0	0
Framingham State College	1	1	0	0	0	0	1	1	0	0
TOTAL	96	76	20	86	67	19	10	9	1	90
Public Institutions	53	44	9	48	40	8	5	4	1	91
Private Institutions	43	32	11	38	27	11	5	5	0	88

APPENDIX D

1981 and 1982 RCC graduates that have graduated from a 4-year institution

Graduates

Major at RCC	4-Yr. Institution	Major at 4-Yr. Inst.	Time (yrs.)
Pre-Nursing & Social Science	Suffolk University	Mental Health	2
Liberal Arts	Curry College	Nursing	3
Business Administration	Wentworth Inst. of Technology	Building Construction	3
Liberal Arts	UMass/Boston	English	½ (?)
Business Management	Boston University	School of Management	2
Business Administration	UMass/Boston	Economics	1½
Business Administration	UMass/Boston	Management	1½
Social Science	Suffolk University	Economics	2
Social Science	UMass/Boston	Psychology	1
Liberal Arts & Early Childhood	Wheelock College	Social Science	2

APPENDIX E

Transfer Follow-up by Major

Major at RCC:
Accounting (A.S.)
Graduates: 9
Transfer Rate: 4/9 (44%)

Transfer	College Attended	Major	Status
1	UMass/Boston	Management	Withdrew (W)
2	UMass/Boston	Sociology	Active
3	UMass/Boston	Management	W
4	UMass/Boston	English	W

Major at RCC:
Biological Sciences (A.A.)
Graduates: 2
Transfer Rate: 0/2 = (0%)

Major at RCC:
Business Administration (A.A.)
Graduates: 31
Transfer Rate: 10/31 (32%)

Transfer	College Attended	Major	Status
1	UMass/Boston Northeastern U.	Management Business	Withdrawn No grades
2	Wentworth Inst. Tech.	Comp. Sci.	W
3	Wentworth Inst. Tech.	Bldg. Constr.	Grad. '84
4	Northeastern U. UMass/Boston	Business Management	No grades Active
5	UMass/Boston	Legal Mngt.	W
6	UMass/Boston	Management	Active
7	UMass/Boston	Economics	Grad. '83
8	UMass/Boston	Management	Grad. '82
9	UMass/Boston Wentworth Inst. Tech.	Management Comp. Sci.	W W
10	Mass Coll. Pharmacy	Pharmacy	Active

Major at RCC:
Business Management (A.S.)
Graduates: 8
Transfer Rate: 5/8 (63%)

Transfer	College Attended	Major	Status
1	Northeastern U.	?	Active
2	Suffolk U.	Accounting	Active
3	Salem State Coll.	Economics	Active
4	UMass/Boston	Management	W
5	Boston University	Sch. of Management	Grad. '83

Major at RCC:
Early Childhood Education (A.S.)
Graduates: 27
Transfer Rate: 5/27 (19%)

Transfer	College Attended	Major	Status
1	UMass/Boston	Elem. Education	Withdrawn
2	Suffolk U.	Social Work	Active
3	UMass/Boston	Biology	Dismissed
4	Suffolk U.	Social Work	Active
5	Wheelock Coll.	Social Service	Grad.

Major at RCC:
Electronic Technology (A.S.)
Graduates: 18
Transfer Rate: 8/18 (44%)

Transfer	College Attended	Major	Status
1	Northeastern U.	Engineering	Active
2	Wentworth Inst. Tech.	Elec. Eng. Tech.	Dismissed
3	UMass/Boston	Undecided	W
4	Northeastern U.	Engineering	Active
5	Wentworth Inst. Tech.	Elec. Eng. Tech.	Active
6	UMass/Boston	Undecided	W
7	Northeastern U.	Elec. Engineering	Active
8	Northeastern U.	Engineering	W

Major at RCC:
English (A.A.)
Graduates: 3
Transfer Rate: 1/3 (33%)

Transfer	College Attended	Major	Status
1	Boston University	Biology	W

Major at RCC:
Executive Secretary (A.A.)
Graduates: 10
Transfer Rate: 0/10 (0%)

Major at RCC:
Liberal Arts (A.A.)
Graduates: 40
Transfer Rate: 18/40 (45%)

Transfer	College Attended	Major	Status
1	UMass/Boston	----	Withdrawn
2	UMass/Boston	Math	Active
3	UMass/Boston	Physics	W
4	Northeastern U.	Engineering	Active
5	Emerson College	Comm.-Film	Active
6	Curry College	Nursing	Grad. '84
7	Northeastern U.	Liberal Arts	Active
8	Northeastern U. UMass/Boston	Pharmacy Undecided	Active W
9	UMass/Boston	Undecided	W
10	UMass/Boston	English	Grad.
11	UMass/Boston	Undecided	W
12	UMass/Boston	French/Econ.	W
13	UMass/Boston	Economics	W
14	Northeastern U.	Criminal Justice	Active
15	UMass/Boston	Undecided	Active
16	UMass/Boston	Psychology	W
17	Wheelock College	Soc. Services	Grad. '83
18	UMass/Boston	Polit. Science	W

Major at RCC:
Mathematics (A.A.)
Graduates: 3
Transfer Rate: 1/3 (33%)

Transfer	College Attended	Major	Status
1	Suffolk U.	Management	Active

Major at RCC:
Medical Secretary (A.S.)
Graduates: 2
Transfer Rate: 1/2 (50%)

Transfer	College Attended	Major	Status
1	UMass/Boston	German	Active

Major at RCC:
Physical Science (A.A.)
Graduates: 3
Transfer Rate: 0/3 (0%)

Major at RCC:
Pre-Nursing (A.A.)
Graduates: 17
Transfer Rate: 11/17 (65%)

Transfer	College Attended	Major	Status
1	UMass/Boston	Nursing	Active
2	UMass/Boston	Nursing & Psychology	Active
3	UMass/Boston	Nursing	Active
4	Northeastern U. Fitchburg St.	None Nursing	No Grades Withdrawn
5	Suffolk U.	Mental Health	Grad. '83
6	Northeastern U.	Nursing	Active
7	Northeastern U.	Nursing	Active
8	UMass/Boston	Nursing	Active
9	Northeastern U.	Nursing	W
10	UMass/Boston	Nursing	Active
11	Curry College	Nursing	Active

Major at RCC:
Social Science (A.A.)
Graduates: 16
Transfer Rate: 7/16 (44%)

Transfer	College Attended	Major	Status
1	Suffolk U.	Mental Health	Grad. '83
2	UMass/Boston	Political Science	W
3	Suffolk U.	Economics	Grad. '84
4	UMass/Boston	Management	Active
5	UMass/Boston	Psychology	Grad. '82
6	Boston University	Metropolitan College	W
7	UMass/Boston	Political Science	W

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